

# King County School-to-Work

## 2019-2020



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## Our Aim for Today

- Understand the Big Picture Regarding Employment & Services
- Learn Where The King County School-to-Work Program Fits
- Know Your Next Step



## Employment? What's the Big Deal?



# Employment...

- **Is Typical:**
  - At least some work is typical for young adults. Work is typical for us all.
- **Builds Relationships:**
  - Work is where people develop relationships, friendships, and acquaintances.
- **Helps Form Our Identity:**
  - Much of who we are and how we are perceived by others is related to where we work and what we do at work.
- **Has Meaning:**
  - Our society values work. Employers value the skills, talents, & contributions of employees with disabilities. Working is about opportunity for the person, employer, and community.
- **Develops Self-Esteem:**
  - Through work we have a sense of accomplishment, increasing our sense of competence and self worth. By working, people are engaged in meaningful activities, as do others in society.
- **Generates Income:**
  - Most people with intellectual and developmental disabilities live in or near poverty. Income from paying jobs helps supplement resources and improves quality of life.

Seeking and obtaining employment  
is the best pathway to long-term funding in  
Washington



# Guiding Principles

- Community Inclusion
- Membership & Contribution
- Regardless of “Level of Disability”
- One Person, One (or More) *Individual* Job(s)



## What Are Employment Services?

Added or customized support the student needs to get and keep a job: employed by a business(s) at minimum wage or higher.

Includes requirements for customary wage, typical levels of interaction with those without disabilities, and similar access to advancement

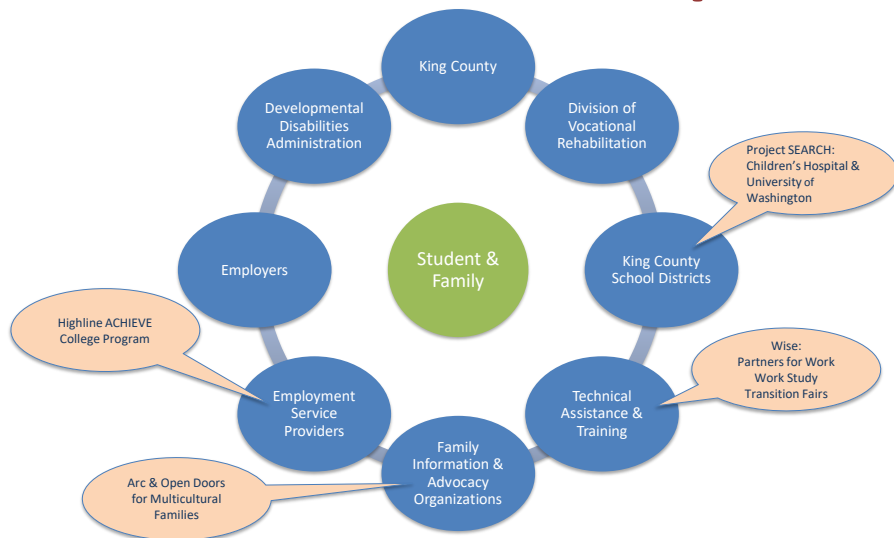


## What is the King County S2W Program?

A partnership that connects employment services to students with intellectual and developmental disabilities *early*: while they are still in their high school transition programs.



# S2W Partnership



**Working Together = Results = Systems Change**



## Who Does S2W Serve?

- Want to Work / Working is a Priority
- King County Resident
  - *Some Partnering to Serve Students in Cross-County Districts*
- WA State Developmental Disabilities Administration Client
- Enrolled in WA State Division of Vocational Rehabilitation
  - *Now Providing Referrals Fall of Student's 2<sup>nd</sup> to Last Year*
- Last Year of Transition (Age 21) Who Want to Work
  - *Some Younger Students per Agreements with School Districts*
- Has or Will Obtain Medicaid Based on Disability
  - *No Later than Exiting School or Job Stabilization if post-June*



## What is the Goal of S2W?

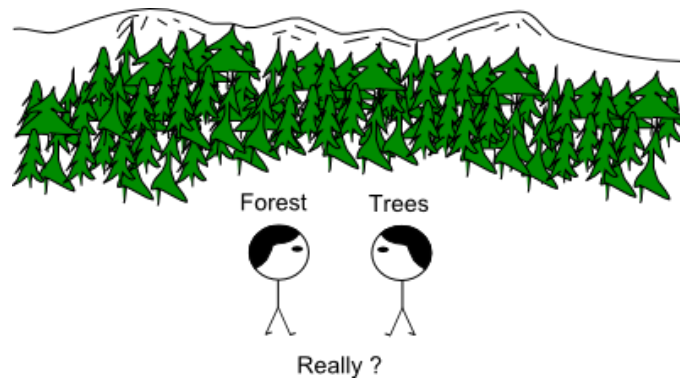
Assist students with intellectual and developmental disabilities to obtain paid employment prior to exiting their high school transition programs at age 21



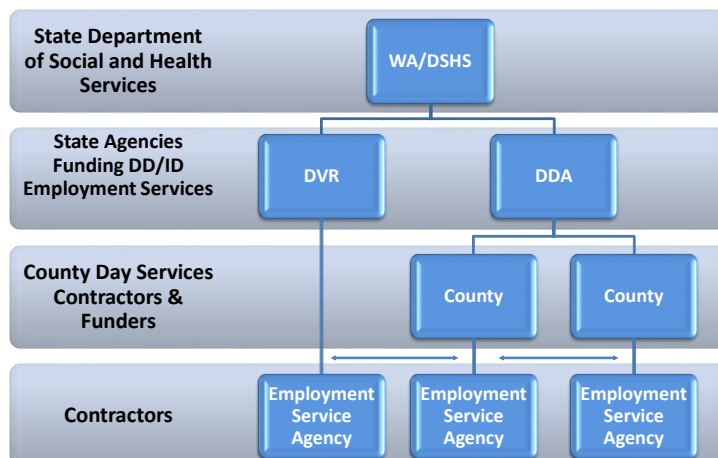
## What's After School?



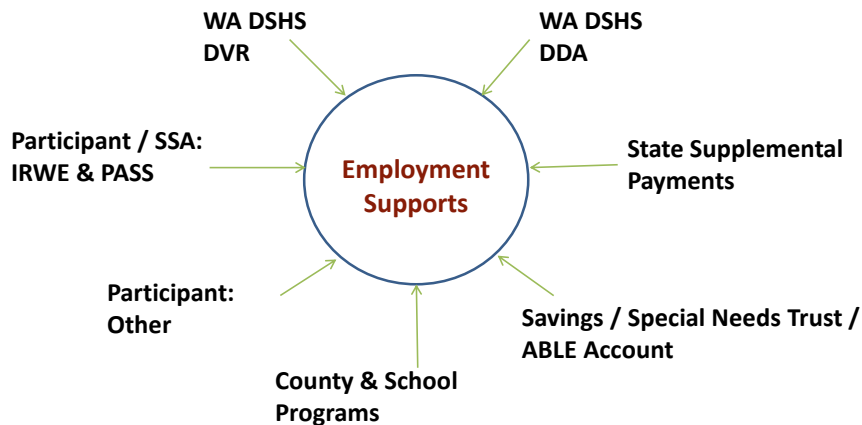
# Learn the Big Picture



## Washington's Employment Services Structure



## Public Systems & Funding Strategies for Employment Supports

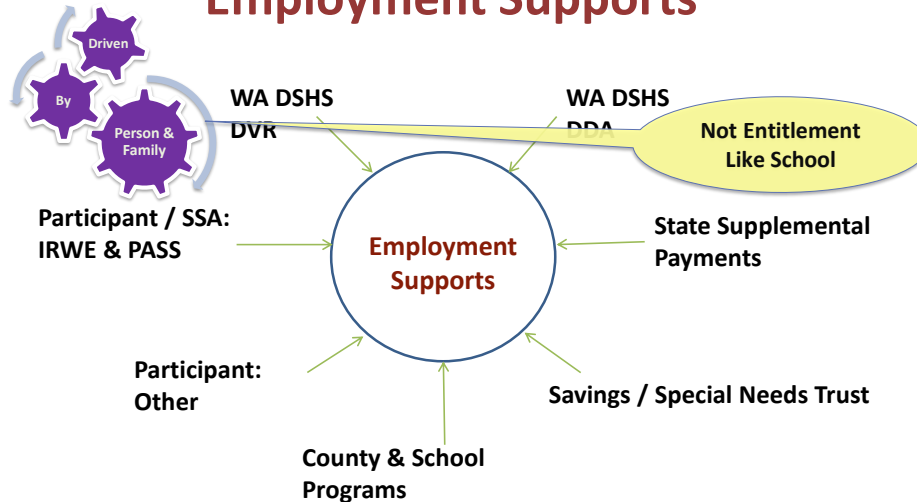


## Entitlement vs. Eligibility

- **Entitlement:** guarantees certain benefits to a particular group or segment of the population
- **Eligibility:** qualifies individuals for certain benefits, but receipt of benefits are not guaranteed



## Public Systems & Funding Strategies for Employment Supports



**WAIT BUT WHY**

**A Program?**

## National Employment for People with I/DD

The National Core Indicators Project shows that 4% of youth supported by state I/DD agencies aged 18–21 were employed in individual integrated jobs, and only 9% of those aged 22–30



## National Employment for People with I/DD

19% of adults (down from 22% in 2010) with I/DD, who receive day services are in some kind of community employment.

The National Core Indicators show about 13% of adults with I/DD have community jobs.



# Before the School-to-Work Program

## Six Months After Exiting School Programs

While Over 600 Supported Employees Were Working in King County.

Transition Students with ID/DD Weren't Getting Results:

2003-- **7.7%**  
2004-- **14.6%**  
2005-- **14.3%**



## Service Gap

**School**  
(Entitlement)

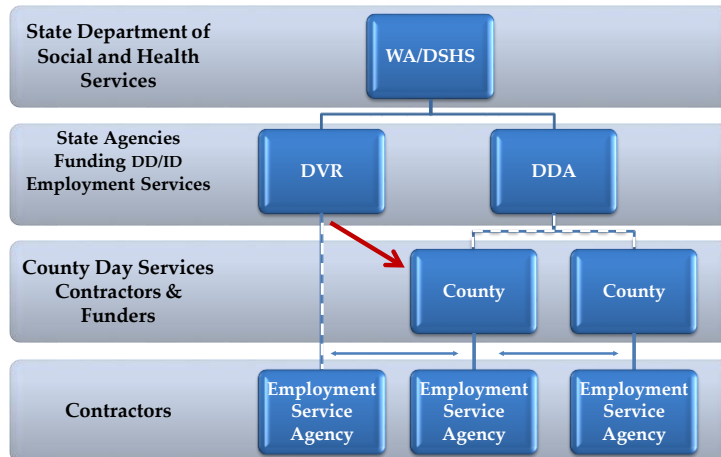
**18-21  
Transition-Age  
Services**

**Adult Living**  
(Eligibility)

**Employment  
and  
Whole-Life  
Services**

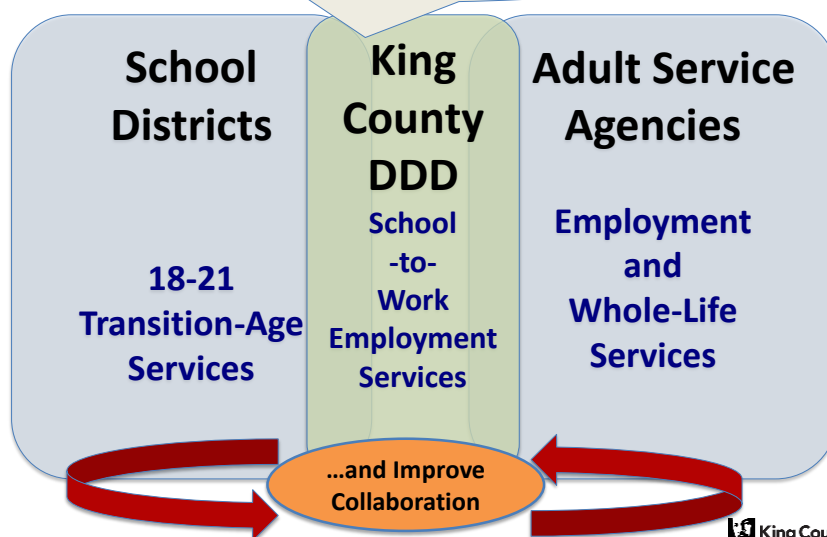


## S2W's Modified Structure



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## Initiative to Close the Service Gap



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## S2W's Primary Program Functions



- Outreach
- Information & Education
- System Navigation
- Cross-System Coordination
- Employment Services Contracting
- Technical Assistance Contracting
- Learning & Promoting Best Practices



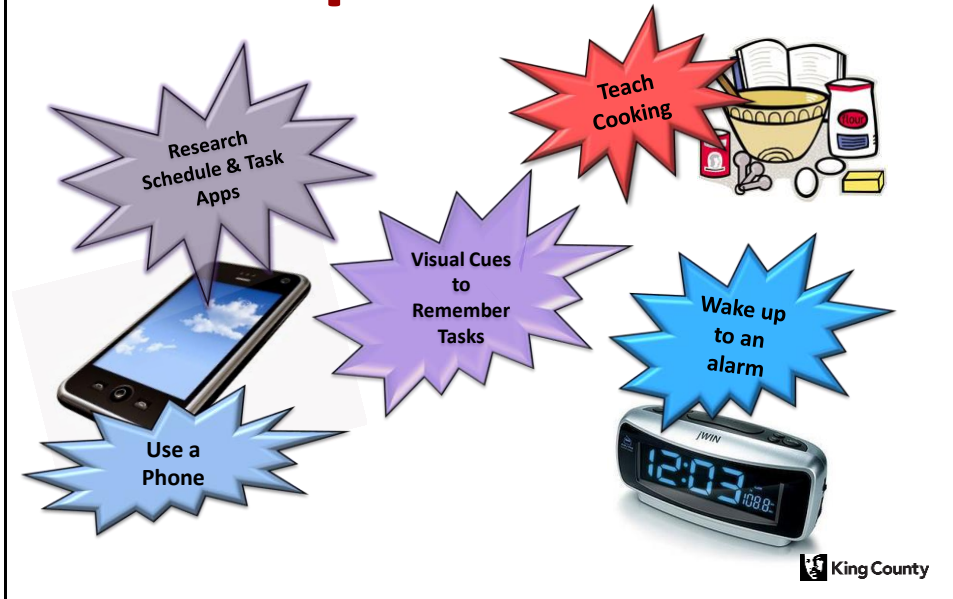
## Keys to Success

- Build Support / Develop a Team
- Expectations
- Work Experience
- Checklists: Act Now on Your Next Step

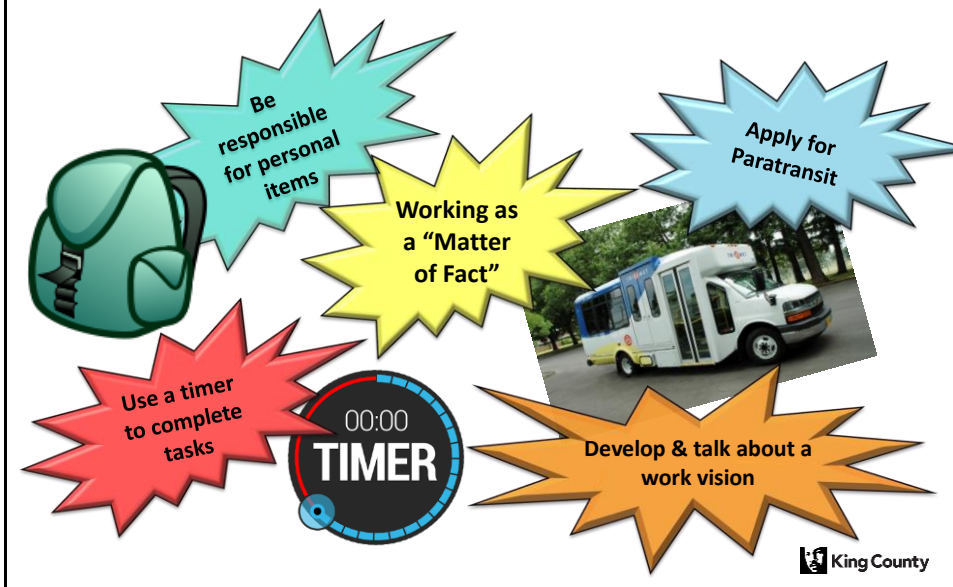
All a Part of King County School-to-Work



# Expectations



# Expectations



# Washington is an Employment First State

Employment First, means that employment in the general workforce should be the first and preferred option for individuals with disabilities receiving assistance from publicly funded systems. Simply put, Employment First means real jobs, real wages.



# Work Experience

## The Big Predictor

Students who participate in occupational education and special education in integrated settings are **more likely to be competitively employed** than students who have not participated in such activities.

One of the most important findings from the research shows that work experiences for youth with disabilities during high school (paid or unpaid) help them acquire jobs at **higher wages** after they graduate.

[National Collaborative On Workforce and Disability](#)



## Work Experience Examples

Business	Jobs / Tasks	Business	Jobs / Tasks
Science Materials Resource Center-KSD	Putting together K-6 science kits	Silvermark Insurance/Windermere Realty	Basic office support tasks
Golden Steer Restaurant	Bussing tables, pouring water and coffee, setting up salad bar, setting up banquet room	Hopelink	Various duties including un-packaging donations/placing in bins, sorting cans and other food stuffs, measuring and bagging bulk items, breaking down cardboard, maintaining break room
ECEAP/Head Start	Working with 3-4 year old students in classroom	Middle School Kitchen (Sodexo)	Basic food prep support in regional kitchen. Setting up milk, salad bars, condiments, etc. for lunch
Kona Kai Coffee Shop	Making coffee/drinks, food, using cash machine, wiping down tables	REI	Stocking, facing, dusting, various surfaces; breaking down boxes, sweeping stock room, cleaning/drying/pairing socks for shoe department; swapping backpacks and bags; maintaining staff lounge; dispersing shopping bags throughout store
TOP Administration	Greeting TOP guests, answering phones, doing attendance, making copies, helping with projects	Central Market	Assisting in Bulk, Deli, Produce and Florist Departments
Rite Aid	Shucking shoes, facing aisles, putting out new stock on shelves, rotate and check milk	Boys and Girls Club	After School Day Care/Activities
21 Acres Farm	Planting produce, washing produce	Theaters	Taking Tickets, Concessions, Janitorial Tasks
Aegis Senior Living	Interacting with vacuuming, dust		
Barnes and Noble	Straightening magazines, removing old using PDT scanner knowledge of pu		
City of Kenmore Maintenance	Landscaping, ad events, conferen		
Business	Jobs / Tasks		
Woodinville Pediatric Dentistry	Preparing gauze packs, sanitizing dental equipment, processing x-ray film.		
YMCA	Front desk, clerical, towel sweeps, folding towels, sanitizing, laundry, washing windows, sweeping, dusting, and working in childcare center (read stories to kids, play games, art projects, cleaning up childcare area).		
Elementary Library	Shelving books, assisting students with check in and check out, displaying books for classes, straightening shelves, etc.		
WA Education Association Office	Filing, collating, creating packets, mailings, data entry, creating spread sheets, office tasks, special projects, etc.		
Eastside Foursquare Church	Restocking seatbacks, Sunday school prep, data entry, mailings, etc.		
City of Bothell	Cross checking scanned documents on the computer with originals, data entry, and checking that fire code documents were saved on the computer correctly.		



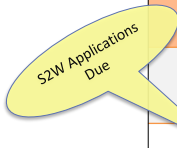


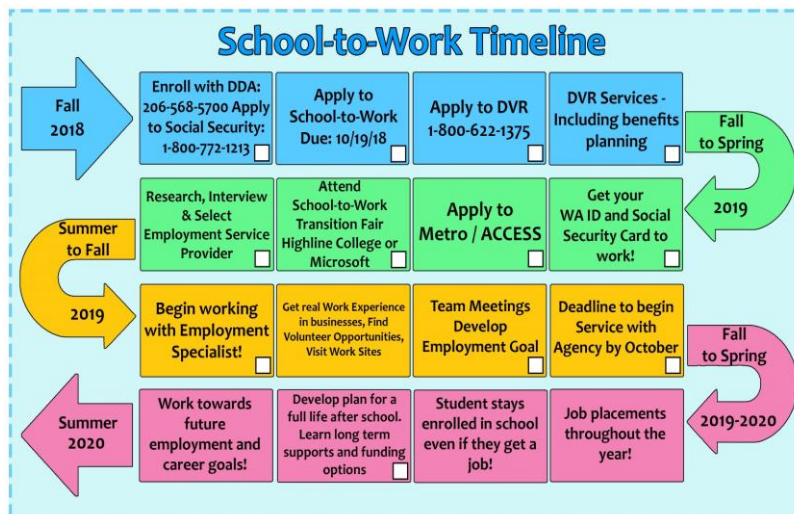
## To Sign Up



## Eligibility Age Range

Transition Exit Year	Date-of-Birth Range
2019	9-1-97 through 8-31-98
2020	9-1-98 through 8-31-99
2021	9-1-99 through 8-31-00
2022	9-1-00 through 8-31-01





#### My School-to-Work Checklist

- ☐ Make Sure You are Enrolled with DDA Call Now: [206-568-5700](tel:206-568-5700)
- ☐ Apply for Supplemental Security Income (SSI) At Age 18 Call to make an appointment: [1-800-772-1213](tel:1-800-772-1213)
- ☐ Complete and Submit Your School-to-Work Application by October 19<sup>th</sup>, 2018
- ☐ Apply for DVR Services (Fall 2018)
- ☐ Discuss available DVR services, including benefits planning, with your DVR Counselor
- ☐ Obtain Washington State ID (Age 15 – 16)
  - Pre-Apply: <http://www.dol.wa.gov/driverslicense/gettingidcard.html>
  - Go to: <https://fortress.wa.gov/dol/dolprod/dsdoftices/>
- ☐ Apply to Metro/ACCESS Call: [206-263-3113](tel:206-263-3113) or [1-866-205-5001](tel:1-866-205-5001)
  - Go To: <http://metro.kingcounty.gov/tops/accessible/paratransit.html>
- ☐ Attend Annual Transition Fair in Spring (March 2019)
  - Highline College Student Union Building and/or Microsoft at The Commons
- ☐ Research, Interview & Select An Employment Service Provider (March through June 2019)
- ☐ Begin working with Employment Specialists! (As early as July 1, 2019)
  - Develop your employment plan in cooperation with DVR, School Personnel, DDA Case Management, and Employment Service Provider. Remember you must have a WA ID and Social Security Card before you can start working!
- ☐ Deadline to begin service with agency - October 2019
- ☐ Team Meetings - Regular meetings to review progress towards employment
- ☐ Develop plan for life after school - Learn long term supports and funding options



# Timelines & Checklists

## Search “Informing Families”

**Informing Families**  
*Building Trust*  
A Partnership for Better Communication  
On Developmental Disability Issues in Washington State

**Preparing for Life After High School**

### Transition Planning 101

By the time your child turns 16, his/her Individualized Education Program (IEP) is focused on transition services. Transition planning, however, can and should begin as early as age 14.

The transition plan charts a course for graduation and life after high school, with measurable goals related to post-secondary education, employment, independent living, housing, and community participation.

The transition plan is created by the IEP team (with your son/daughter's participation). It identifies the skills, services and supports necessary to reach the student's goals.

It's a lot to consider, but you are not alone. Organizations such as PAVE (paveva.org) and Parent to Parent (sewa.org) can help guide your way.

For a list of other high school transition resources and publications, visit: [informingfamilies.org](http://informingfamilies.org).

### TRANSITION TIMELINE

**Age 14**

- Begin transition planning.
- Include the student in planning.

**Age 15-16**

- Apply for a WA [State ID card](#).

**Age 16**

- Begin transition services.
- Be sure to include self-determination and self-advocacy goals in the IEP.
- Determine graduation date.

**Age 18**

- Register to vote.
- Open checking account.
- Apply for [SSI](#) benefits.
- If appropriate, begin guardianship petition.

**Age 18-19**

- Enroll in High School Transition program [until age 21](#), or continue on to post-secondary education.

**Final Year of School**

- Request long-term employment supports from DDA. Depending on available funding, services may be available at age 21.
- Apply for employment services from DVR.

**Any Age: Apply for services from the Developmental Disabilities Administration (DDA).**

**Informing Families**  
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**Preparing for Life After High School**

### Transition Planning Checklist

Consider the following checklist of skills, activities, and services when creating your child's high school transition plan for his/her IEP. For more information on transition planning, visit [www.informingfamilies.org](http://www.informingfamilies.org).

#### Independent Living

Identify skills and abilities that will help your son or daughter be as independent as possible, such as:

- ☐ Money Management and Budgeting
- ☐ Decisions-Making
- ☐ Self-Advocacy?
- ☐ Communication
- ☐ Transportation Training
- ☐ Shopping
- ☐ Cooking
- ☐ Housekeeping

#### Social/Recreational

- ☐ Build friendships outside the family.
- ☐ Create a circle of support (family, friends, neighbors).
- ☐ Identify and connect with groups that share similar interests:
  - o Athletic
  - o Faith-Based
  - o Creative Arts
  - o Homesteading
  - o Civic
  - o Cultural

#### Employment/Post-Secondary Education

- ☐ Identify interests, strengths and needs, and list the types of jobs that would be a good fit.
- ☐ Identify personal contacts useful in finding jobs.
- ☐ Research college courses and programs (integrated and/or specialized).
- ☐ Learn and practice job skills.
- ☐ Apply for employment services from DVR and DDA.
- ☐ Obtain Assistive Technology and Training.

#### Financial and Legal

- ☐ Apply for Supplemental Security Income (SSI).
- ☐ Arrange for a Representative Payee for SSI benefits (if money management is a concern).
- ☐ Benefits Planning (including Social Security Work Incentives, such as PASS and IRWE).
- ☐ Establish a Special Needs Trust.
- ☐ Seek guardianship if less restrictive alternatives are not appropriate.

#### Health & Safety

Identify needed skills and/or resources to be healthy and safe:

- ☐ Emergency Recognition and Response
- ☐ Personal Care Hygiene
- ☐ Counseling
- ☐ Physical Occupational Therapy

What kinds of supports and instruction are needed to reach these goals?

#### Housing and In-Home Supports

- ☐ Apply for DDA in-home services/supports (e.g., Medical Personal Care, Supported Living, Companion Home, Adult Family Home).
- ☐ Apply for HUD federal housing assistance. (Contact your local Housing Authority to find out how long the waiting list is.)
- ☐ Research home ownership programs for adults with DD: [washingtonaccessfund.org/resources/homeownership.php](http://washingtonaccessfund.org/resources/homeownership.php)

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# Timelines & Checklists

## Search “Washington DSHS Transition Timeline”

Age	What to do and when to do it — for students with a developmental disability	
15-16	<p>If my child has a developmental disability, here are some timelines of activities to do.</p> <p>Apply for a Washington State ID card.</p> <p><b>NOTE:</b> It will be needed to apply for adult services.</p>	
16	<p>Apply to become a client of the Developmental Disabilities Administration (DDA).</p> <p><b>NOTE:</b> The way you want to receive services when your son/daughter turns 21. Long-term job coaching support is based on availability of funding.</p>	
17-17½	<p>Consider if guardianship is necessary and determine the type of guardianship.</p> <p><b>NOTE:</b> Age 18 is the age of majority (becoming a legal adult) and your son/daughter may need support making legal, medical and vocational decisions.</p>	<b>Guardianship</b>
17-19	<p>Apply for HUD Housing.</p> <p><b>NOTE:</b> The wait list for housing can be very long, so it is important to apply early.</p>	
18	<p>If your child does not receive Social Security Benefits — apply now!</p> <p><b>NOTE:</b> He or she is now an adult and parent income is not counted. He/she may be eligible for cash and medical benefits. There are many provisions available, called WORK INCENTIVES, that allow people with disabilities to keep benefits, including Medicaid/Medicaid, while working.</p> <p><b>NOTE:</b> He/she needs to pay rent to the family in order to maintain all benefits.</p>	
18	<p>Ask your DDA case manager about Medicaid Personal Care Funding.</p> <p>If your son or daughter is a client of DDA and the family provides personal care (help with bathing, grooming, dressing, laundry, etc.).</p>	<b>Medicaid Personal Care Funding</b>
Young Adult 18	<p>Register for Selective Services.</p> <p><b>NOTE:</b> It's the law. Also, if planning to apply for financial aid to attend college, applying for Selective Service is required.</p>	
Senior Year	<p>Fill out the Free Application for Federal Student Aid (FAFSA).</p> <p><b>NOTE:</b> If looking aid to attend college, this form must be filed out by March 1 of Senior year for best consideration.</p>	<b>FSA</b>
19-21 (or first year of school)	<p>Apply for services with the Division of Vocational Rehabilitation (DVR).</p> <p><b>NOTE:</b> This agency helps people with disabilities become employed and understand how working will affect people's benefits.</p>	
Anytime	<p>Apply for job search assistance with WorkSource Youth Services.</p> <p><b>NOTE:</b> This is a free program that can help job seekers find part-time and/or summer employment to help develop work skills.</p>	<b>WorkSource Youth Services</b>
Anytime	<p>Call for local transit system bus Transit Training and Paratransit services.</p> <p><b>NOTE:</b> This is free training for people who want to learn to be independent on the bus and flexible alternative public transportation for people with disabilities and the elderly.</p>	<b>Transit Training &amp; Paratransit Services</b>
Anytime	<p>Apply for services at a local Center for Independent Living (CIL). The State Independent Living Council (SILC) can help you find local resources.</p> <p><b>NOTE:</b> These organizations provide support for independent living skills development, advocacy, and benefits planning.</p>	

King County

## School-to-Work Participation

### Participation Is Not A Requirement Nor An Entitlement

- Enrolling is Your Choice
- You Can Seek DVR-Only Funded Services

### Changing Your Employment Agency Can Happen During or After School-to-Work

- Obtaining an Agency is Not Guaranteed
- Change During S2W's Short Timeline Can Impact Service Delivery
- Work with the S2W Coordinator, DVR, Teacher, and Agency to Sort Out Issues



## Important... To Understand!!

### Participation *Does Not Guarantee* Long-Term Funding

#### however...

- KCDDD Is Committed To Helping Identify And Explore Funding Resources
- This May Include Participant Pay

### Participation *Does Not Guarantee* a Job

#### however...

- Students Will Be Connected To The Adult Service System
- They May Continue To Work Towards Their Employment Goal

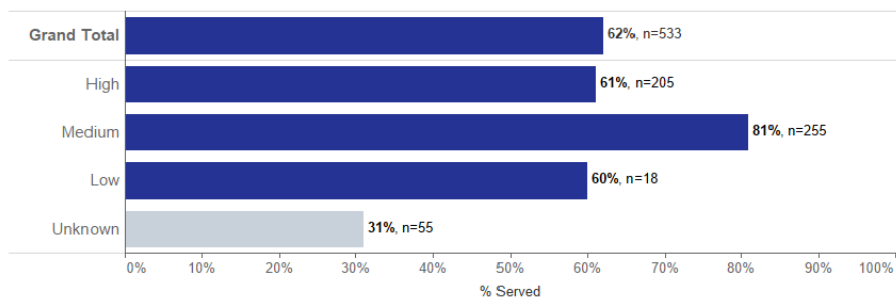




## How Well is S2W Reaching Eligible Students?

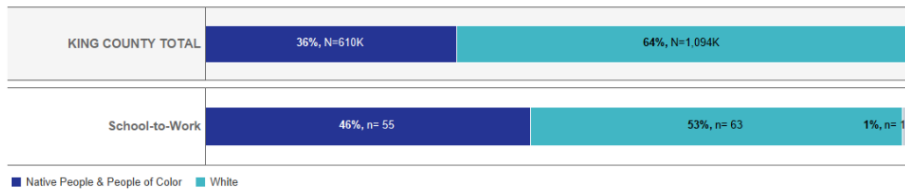
Between exit years 2015 and 2018, 81% of eligible individuals requiring a medium level of support (i.e., medium acuity) were being served in S2W, compared to 61% of eligible individuals with high support needs

*Percent of eligible clients served in S2W by acuity, exit years 2015-2018<sup>2</sup>*



# How Well is S2W Reaching More Diverse Communities

Percent of King County population over the age of 18 by race/ethnicity compared to the percent of clients served by program, 2018\*

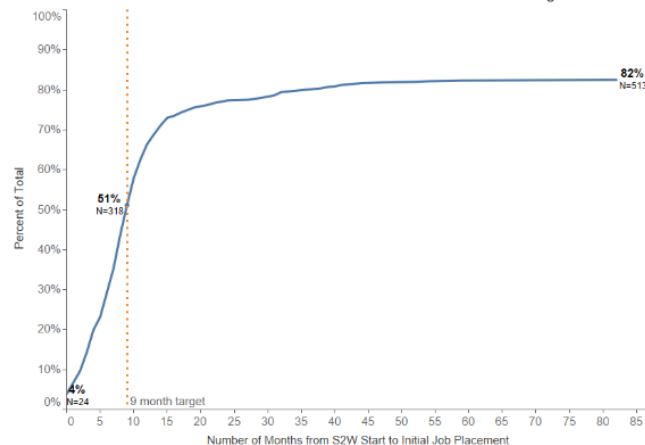


Notes: AClient data sourced from the Washington State Department of Social and Human Services Developmental Disabilities Administration ADSA Web Access (AWA) database as of January 22, 2019. King County population estimates reflect estimates as of 2017 for residents over the age of 18, based on data from the Washington State Office of Financial Management, Forecasting Division, single year intercensal estimates 2001-2017, Community Health Assessment Tool (CHAT), September 2018.



# How Well Is S2W Supporting Students to Achieve Job Starts?

Percent of Clients With An Initial Job Placement in the Months Since S2W Program Start

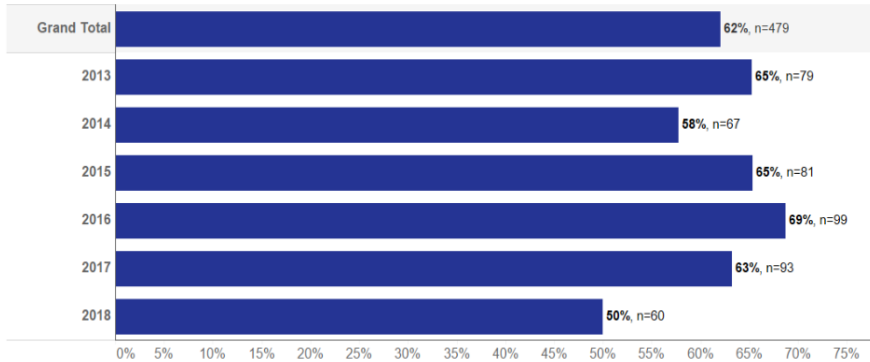


\*Of the 622 initial clients for school exit years 2012-2016, 109 either have yet to have an initial job placement through adult employment services or data was unavailable. For example, three clients resided in Snohomish County and therefore data cannot be accessed for them through the King County system. Another 52 clients did not obtain a County Services Authorization (CSA) for adult services following participation in S2W. The remaining 53 clients went on to receive adult services, but either no longer have active CSAs or have yet to obtain an initial job placement. \*\*All data as of October 5, 2018.



## Who is Working 6 Months After School Ends?

Percent of Clients in Job Placement Services That Were Still Employed Six Months After Exiting School

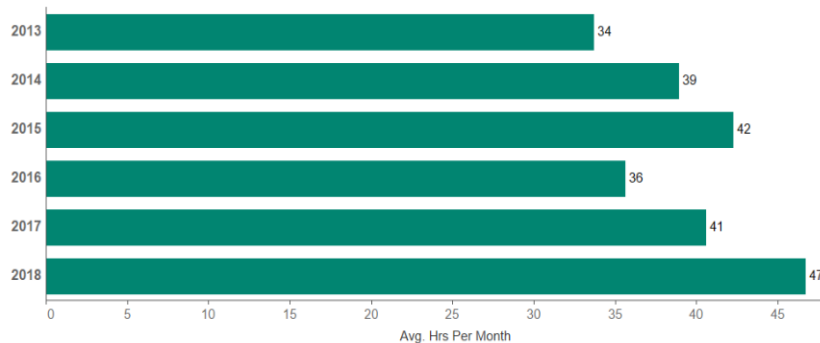


Notes: S2W placement rates are defined as the number of clients employed as of December 31st of their exit year, divided by the total number of clients receiving placement services for that exit year. For example, if a client exiting school in 2014 is still employed on December 31, 2014, then they would be considered "placed" for the purposes of this measure.



## What are S2W Student's Work Hours?

Average Monthly Hours Worked Among Employed Clients by Exit Year



Notes: Average monthly hours worked are based on hourly rates are based on reported scheduled monthly hours for all S2W clients that are employed.



# Focus Gets Results

## Search: “King County School-to-Work”



**Search YouTube: “WiseMovies”**

